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BULLETIN

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The Baby Takes Hold of Placement

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District Supervisor, The Cleveland Humane Society, Cleveland, Ohio

Paper given at the Southwest Regional Conference, St. Louis.

OUT of our manifold experiences as case workers with children I have chosen for discussion the experience of worker and baby on the day that the baby is placed in a foster home. I have chosen this focus because it seems to me one of the moments in which we, as case workers, are most active ourselves and least likely to recognize and respect the child's own activity and movement. We are so responsible for our planning for him that we overlook much of his use of the activity we initiate and so miss our opportunity for helping him make of this his own experience.

The other day one of our case workers told me excitedly of her visit to the Todd foster home. She'd recently placed charming two-year-old Jackie with the Todds. Mrs. Todd was full of the detail of her life with Jackie. She was proud of his development, of his accomplishments, and of the growth she could measure already. She told a bit ruefully of the strain of their first weeks together, when Jackie and the dinner and the doorbell seemed to need attention all at once, when it was good to climb into bed shortly after Jackie was tucked in. Then gradually, as if none of this was really complicated, she'd discovered she could enjoy and care for both the child and the duties she'd known before. Now she was thoroughly enjoying the daily adventures she and Mr. Todd and Jackie were having together. Jackie was so responsive and affectionate and lovable. All this the worker had almost expected, but she sat up with a start a moment later as Mrs. Todd said, "You know, it helps us so much that Jackie accepts our friends and relatives." Suddenly the worker realized that she'd thought in terms of the adult's acceptance of a child and had missed much of the child's part in the success of any placement. She'd recognized the Todds' welcome for Jackie and their continuing contribution to him, but hadn't really known that it took Jackie himself to make this home his own and win the

loyalty of these parents, to build with them a new and unique family.

What this worker learned from Mrs. Todd we are all having to learn, I believe, with new intensity in these troubled, uncertain days. Increasingly our external material securities are threatened. Some of our agencies are having to reconsider their staunch beliefs in the rights of a placed child for certain material aids. We may place a baby for adoption ever so carefully, but we cannot insure that that new father will not soon be embroiled in our world's complexities. What then? Do we give up in despair? Is there nothing we can offer children if the security we have sought for them is to be denied? I believe that because of our very practical part in the lives of dependent children there is a contribution we may and can make, perhaps a greater contribution even than the material security which is so desirable in its own place.

First of all, I believe we must be convinced of the validity of a baby's individual use of his experience. So long as we think of babies as essentially helpless, we must surround them by adults who answer all of the specifications. And who of us has met half a dozen such super-humans? We must protect them from all painful, disrupting experiences and be guilty when we find this impossible. We must do it all to and for the child. We may not trust him to make a good life for himself out of the ups and downs of relationship with other human beings.

Any lingering doubts I might have had about the omniscience of our adult contributions have vanished during our experiences with Joyce and Ileen. These little girls came to us about three months ago, very near the same time. Both were illegitimate. Neither mother had given her baby adequate or loving care. At five months of age, and after a series of hit or miss placements with disinterested relatives, Joyce was so emaciated and frail that she had to be hospitalized.

When she was discharged to our care a few weeks later, the worker was almost afraid to venture out of the hospital with such a tiny little person. Yet in the course of that day Joyce convinced her that here was a baby for whom life was good. Her greeting was the most infectious and friendly of smiles. She curled up comfortably in the worker's arms and began to get acquainted, looking at her, touching her buttons, her pocketbook, her face, then smiling again confidently. When there were painful moments during the doctor's examination, Joyce fought as fiercely as her tiny muscles would allow and screamed her anger. Then, finding the pain and outrage were over, she turned to the worker for comfort and reassurance. She was tiny and frail, but she was very much alive, and the worker thought she'd never seen a baby more thrilled to be alive, more ready to experiment with new experiences, to get acquainted with a foster family, to win devoted foster parents. Her placement experience has been a most satisfying adventure for her, for her foster parents, and for the worker.

Ileen, on the other hand, concerns us all. When her mother just walked off and left her she was two months old—not so frail as Joyce, but an unhappy looking little girl. During the next three months in a baby hospital she seemed in many ways just to mark time. The day she was welcomed by eager, affectionate, competent foster parents she was so removed from the world about her that it was hard to believe she was a living human being. She was pale and withdrawn, scarcely aware, apparently, of the world about her. She let herself be picked up and held, but she didn't fit herself into the worker's arms responsively as many babies do. She merely made herself comfortable as on an inanimate object. When she was offered her bottle, she took it in a desperate hurry and with no interest in the worker who gave it to her. As soon as the bottle was empty, she sucked her thumb as though she were still starved. Yet the doctor thought her food was theoretically adequate. Her one response during the day was angry crying when she was given a tuberculin test. She cried stormily and all alone—neither asking for nor accepting any comfort. At the foster home the entire family was eagerly waiting for Ileen. She completely ignored them all, sucking her thumb, not even looking in their direction.

As the weeks have passed, Ileen has begun to make very tiny movements toward other people. She asked more and more food, and the foster mother consulted the doctor and was advised to give this to her. She cried angrily at bedtime—learned quickly to push herself around, to crawl, to sit up. She is active

and strong physically and the psychologist believes she has average intelligence. Her feeling is still tentative and quite ungiving. The foster mother said recently that one needn't worry, Ileen will never let anyone take what she really wants. She grabs and holds onto what is given her but she seldom recognizes the giver. She hasn't seemed to enjoy being held or fondled. It was, therefore, a big day for the foster family when she held out her hands to the grandmother with a smile that looked artificial but was a beginning toward the more spontaneous, friendly smiles she can give now. She is having to learn very, very slowly how to share experiences with others, and still the worker feels excluded, used, but not a part of Ileen's genuine living.

Joyce and Ileen, with their very similar histories of deprivation and insecurity, have at this time such different uses of themselves and their foster families that we think of very different futures for them. We question what we can and should give each of them now.

Having attempted to show some of the child's way of using his experiences, I would like to consider with you what the social worker in a placement agency can offer a little child at the time of placement. We do offer him a home with the most loving, interested foster family we can find for him. We know that his living is so largely in terms of his physical needs and his experiences with other individuals around him that we hope to find foster parents who are both meticulous and spontaneously interested in physical care, baths, naps, games, feeding, toilet habits. Sometimes it is these foster parents who teach us how much the child learns and develops as he experiments with the power he can have over his daily schedule or his dislike of new, strange food. Sometimes they and he discover together what relaxation and comfort there is in having his schedule set up and conformity taken for granted. Occasionally the foster parent comes to us for reassurance when the child decides temporarily to take his life into his own hands and have none of the care the foster parents offer so willingly. Certainly when we help these foster families trust anew their own contribution and the strength of the child, we are helping both child and foster parents through to a new basis for further development.

In this paper I am especially interested in the direct help a case worker can give to a baby in the actual placement process. What about the baby who cannot talk or walk? The baby who cannot know intellectually that this is a social worker or what his next home is to be? Does he need help? Can we

assume he is upset by the imminence of a new plan? I believe that a tiny baby does know the significant moves in his life; that he needs and can use the case worker's contribution to him.

The case worker, by her very place in the agency which plans the baby's living situation, plays a vital part in his life. Because the worker and the baby are together carrying through moves of paramount importance to him, he needs to find in her support and help. By way of illustration, I want to tell you about Billy.

Billy came to us when he was only two days old, from a home where his arrival, unexpected by his grandparents, had precipitated a tremendous family crisis. He was a frail, tense little boy whose progress in the nursing home to which he went was rather slow. It took longer than it takes for most of our babies to find a formula he could take comfortably. The nurse who cared for him spoke of his sensitive, fearful response to the world about him. We were concerned that the foster home into which he would go be a particularly helpful one, that his foster parents be folks who could like and help a fearful, tense little boy.

Billy was nearly five months old when the worker moved him into his foster home. This is her record of that experience with him:

"I called at Mrs. Brown's nursing home for Billy. He had to be wakened and was a little fussy at first as Mrs. Brown began to dress him. She was talking and playing with him. He would look from her to me, become quite fearful and start to cry. Billy has this little habit of taking a long time to build up a cry. His nose twitches and his mouth and chin quiver. His facial expression gives one the feeling that he is being deeply hurt. Mrs. Brown and I spoke of his seeming to sense that he was leaving her home, and when I took him he decided to cry.

"When we got to the car and I placed Billy on the seat, he stopped crying and was looking all around the car. As we drove away his face started to quiver again. He would look over at me every once in a while and then start to cry. I thought all this was pretty fearful for Billy, so before we reached the new foster home I stopped the car and picked him up. I held him in front of me, resting on the steering wheel but not too close. I wanted to help him become a little more comfortable in my presence and go on with this experience without being quite so fearful. We sat for about half an hour. He would look at me, tears would come into his eyes and he would turn his head and look out the window. His hands were inside his bunting and he wanted to move them about,

so I undid the bunting for him. As he moved his hands about I took hold of one. He put his fingers around one of mine and clung to it tightly. As I felt him losing some of his fearfulness, I took hold of his other hand. He seemed a little more comfortable and I raised him up and down—a movement I knew he often enjoyed. He would let go of my hand and then after a few moments try to find it again and cling quite desperately. He still cried a bit when he looked at me, but much less whole-heartedly. His lips would pucker up as though he were going to cry and then he would stop and with his mouth open would be gazing at me. I was smiling at him, and once a smile almost broke across his face but he turned his head rather quickly and looked out the window.

"After a few moments I noticed that one of his hands was resting against my chest. Pretty soon the other hand came up and his head dropped down against me and he stayed in that position for quite a few moments. I would cuddle him and pat his arm or his head but only as I saw that he was ready for more of that.

"A bit later Billy raised up again and was looking at me quite intently. He took hold of my finger again. Pretty soon his face turned and he put his head down on my hand so that it was rubbing his cheek. He did this for a few moments and then lay back against my chest again. It seemed he would have stayed in this position. I thought he was more comfortable now and that he would have to be getting along to the foster home.

"I sat Billy up on the seat very close to me and put my arm around him. I know he does like to sit up and thought he'd be more comfortable. A great deal of that fearful look had left his face and there were no further attempts at crying.

"When we reached the foster home I held Billy and undressed him. He looked at me all the time in rather a quizzical but not a fearful way. I talked with the foster mother about Billy and his sensitivity and our trip together. She was quite interested in this baby, feeling that there was considerable difference in all babies. Billy was easily scared, and because of that she would let him take his time in getting to know the family and feeling comfortable with them. She didn't come right up to Billy but sat on the other end of the davenport looking and smiling at him. Once she spoke his name, but he didn't seem to respond and kept looking at me. I was holding him in my arms at this point. He began looking all around the room as though, perhaps, he sensed he was

(Continued on page 11)

BULLETIN

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Henrietta L. Gordon, *Editor*

The Bulletin is in large measure a Forum for discussion in print of child welfare problems. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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No Time to Quibble

THE scope of the League's present program and its projected future program* indicate how well we know that much has still to be done to bring the standards of actual care to children the country over to the high level of service achieved in some areas. Yet it has come to the attention of the League that there are serious threats to the standards of service that have been so painstakingly built up during the years.

Such age-old controversies as institution versus foster family care are being reared and serve only to conceal limitations in each of these programs and inadequacies in their application. We cannot allow the hysteria of the times to be exploited by prejudices in favor of one type of service or another. A program of care that appears to serve the exigencies of a situation but which we well know does not serve the needs of children must be recognized as a threat to that very situation. Swings of the pendulum are to be expected as a part of a maturing process of any profession. Precipitous plans for building institutions for permanent and temporary care unrelated to a planful consideration of need, establishment of criteria of need that leave no room for one type of service as against another, these may be tolerated as peacetime luxuries. The stress of wartime economy demands vigorous, unequivocal support of tested standards of care.

It has become almost axiomatic that the defense of our nation and the defense of our social welfare program are indivisible. The most recent pronouncement from the U. S. Children's Bureau, which called attention to the designation of November 14th as Health and Welfare Day by the President of the United States, added that this day offers an opportunity to bring home to the public the importance of

the child in national defense and in the life of the nation. The report reads:

"In preparing for the defense of a free society our concern must be the safety and welfare of every child, for children bear within themselves the future of the Nation."

There follow suggested ways in which the community at large, and each individual in it, can organize and work in cooperation with official agencies for realizing the recommendations of the White House Conferences for the well-being of children.

What is the added responsibility of those charged with the care of dependent children? The 1940 White House Conference stressed the importance of adequate resources and standards of service to children whose home conditions or individual difficulties necessitate removal from their homes.

"For children who require care away from their homes, there should be available such types of foster family and institutional provision as may be necessary to insure their proper care . . . and also such services as are required to meet their physical, emotional and religious needs . . ."

The League Standards have long recognized that some children do best in group living, and "for many, foster family care offers the most favorable conditions for normal development."* This calls for an open-minded consideration of the merits of the various types of services and their values for children. It calls for sharpened diagnostic ability to know when they can or cannot use one service as against another and also for an adequate case work skill and sufficient psychiatric service to help children and their parents to use the service they need.

The added responsibility of staffs and boards in times like these is to review their program and practice. Ask yourselves:

Are you maintaining a high level of performance?

Are you developing the services to meet the needs of your children?

What is your working relationship with other programs of child care in your community?

How can you improve and develop such relationships in order to strengthen child welfare services in your community?

These are some of the ways of insuring "For every child the care he needs."

—HENRIETTA L. GORDON

*Standards for Children's Organizations Providing Foster Family Care, C.W.L.A. publication.

* Our Director Reports to the Board, page 7.

Our Director Reports to the Board

ON October 11, 1941, the Executive Director submitted to the Board of Directors of the Child Welfare League of America a report on the varied and far-reaching activities of the League and on the urgency for increased activity.

The report pointed up that "The League's twenty years of experience as a clearinghouse and the increasing activity of its network of local, state, national and Canadian agencies, both public and private, call for an educational program greater than we have yet attempted."

The activities of the year include:

1. The work of the Executive Director and of the President in relation to new problems for children and for their families arising out of our National Defense Program.

2. Visits to state welfare departments already in membership and desiring consultation service, and others seeking membership, indicating a spread of the League's influence into services to children under public auspices.

3. Visits to member agencies were seen as a service that must not only be continued (76 agencies having been visited since the first of the year), but increased, for so often these visits serve not only the agency directly but the community of which it is a part. The use of regular as well as temporary staff was thought to be worth continuing.

4. The information and publications services have been increased. Over 800 letters of inquiry were received this year and the library has served a goodly number of agencies through the loan of about 500 pieces of material. This department is also responsible for the case record exhibit, which has to date been studied by 50 agencies in various parts of the country and has been on exhibit at state and regional conferences.

5. An ever-increasing survey service to both member and non-member agencies by experts not on League staff, but under League guidance and supervision, gives additional impetus to bettering standards of child welfare work.

6. The seminar for case supervisors is a new service meeting a long-felt regional need. Its direct educational value, through reaching the persons directly responsible for the services to children in the public and private fields, is evidenced by the enthusiastic reception and by requests for such opportunities in various parts of the country.

7. Regional conferences have been planned with all the established regions. In addition, two new

regional areas have been established and have been planning conferences in keeping with the League's plan to regionalize activities.

The Director's report concludes with this statement:

"Citizens are turning to us, often perplexed by the complicated pattern of child welfare work, and coming also because there is a more general interest throughout our land in the welfare of children. Our network of agencies and services is becoming better known and those who turn to us for information and counsel find that we are in touch with all of the principal forces working for child welfare. Every week finds the League engaged in some practical follow-up of the several White House Conferences on Child Welfare."

A sober consideration of the state of our finances followed. A report of that appears on the first page of this BULLETIN.

The President indicated that present objectives lead logically to the need for an expansion of program that will enable the League to deal with such pressing problems as:

- a. More active leadership and participation in organizing child welfare agencies to handle problems brought about by current defense activities.
- b. A study of ways in which child welfare agencies, public and private, may prepare for maximum usefulness during the reconstruction period following the war.
- c. Further development of the League as an auspices for negotiations between public and private child welfare agencies.
- d. Interpretation to the public of the special needs of seriously deprived segments of our children's population (the Negro child, the children of sharecroppers, transient families and the like).
- e. Interpretation to the public of the economic and social factors in American life which contribute to dependency and delinquency.

Since the development of policy is so important, a meeting of the Board of Directors was decided upon for January, to be devoted largely to a more comprehensive discussion of the present and future program.

THE BOARD MEMBER SPEAKS—

THE CASE COMMITTEE, ITS PURPOSE, MEMBERSHIP, DEVELOPMENT, AND VALUES

The original purpose of the Case Committee of the Children's Service Bureau of Pittsburgh, Pennsylvania, was to create opportunities for board members and case workers to discuss together some of the situations involving the children who need the help of an agency. The trustees of a case work agency do not have much opportunity to see at first hand how the staff goes about its work. It was thought that informal discussions of active cases would give board members a better understanding of the way the skills of the case worker are used in carrying out the policies of the agency.

The importance of including professional workers and lay persons from other groups was apparent from the beginning. Often information that only the school principal or the attendance officer could give was needed. The Public Health Nurse or a worker from the Department of Public Assistance occasionally had an interest in the family. The legal aspects of a situation require practical advice from a lawyer. Membership is flexible enough to allow the Committee to invite anyone to attend one or more meetings who might be helpful in a given situation. For the past two years, among regular attendants at the meetings have been the Assistant County Superintendent of Schools, the head of the Compulsory Attendance Department, a supervisor of Public Health Nurses, a psychiatric social worker from the Child Guidance Center, a supervisor from the Department of Public Assistance, the head of the Negro Y.M.C.A., a representative of the Community Fund, and several women who are leaders in civic and club activities. Formerly the Chairman of the Committee was invariably a member of our own board of trustees. Our present Chairman is a member of the board of the Y.W.C.A., but not a trustee of our agency.

The Case Committee is the special project of one of the agency's supervisors of case work. She has been responsible for having notices of meetings sent out each month and for selection of the situation to be discussed. The case is presented by the worker who is handling it.

Cases are usually chosen to show the lack of certain community resources, to stimulate interest in foster home finding, to emphasize the need for improved legislation, or for the purpose of showing how case workers go about their work to help children for whom the agency has assumed responsibility. The case worker prepares a summary of the situation, dis-

guising the identity of the family or child, and discussion is stimulated by the chairman of the meeting. The professional workers do not expect the lay members to advise them on how to handle the situation. What they expect of the Committee is practical assistance, such as finding existing resources or developing new ones, or stimulating interest in better laws for the protection of children. Formerly the tuberculosis hospital had no facilities for the care of children under the age of five years. The story of a baby with active tuberculosis was presented to the Case Committee. Then a movement was started which resulted in the eventual opening of a cottage at the tuberculosis hospital for young children. After discussion of the problems of several Negro unmarried mothers, the lack of maternity homes for Negro girls was referred by the Case Committee to the Federation of Social Agencies for study and action.

Practical values of the Case Committee for a board member include the opportunity for a close-up view of the staff at work, and an intimate picture of the agency's services to children of the community. For the board member who wishes to give practical service, opportunities develop to participate actively in services which do not require the skill of a professional social worker.

The interest of a board member can often be stimulated by the presentation of the human side of a child's problem, which statistics cannot do. As the board member is the link between the professional group and the community at large, this combination of lay and professional points of view seems, to this board member, to lead to the stimulation of community interest and understanding.

—MRS. MARCUS W. STONER

*Member of the Board of Trustees,
Children's Service Bureau, Pittsburgh, Pa.*

THERE have been a number of inquiries recently about organization forms, particularly constitution and by-laws and the place of lay committees in child care and protection agencies. We therefore wish to call attention to our pamphlet on this subject, "Purpose and Form of Organizations in the Field of Child Care and Protection. For Governing Boards," published by Child Welfare League of America, September, 1938, 35 cents.

Case Record Exhibit, 1942

THE Child Welfare League of America, in response to the enthusiastic demand of its member agencies, is sponsoring a second Case Record Exhibit. The first Exhibit, presented by the League in the National Conference of Social Work in Atlantic City, was evolved to meet the desire of social workers for knowledge of the practices and concepts in related fields throughout the country. That the opportunity for such an exchange of records has been eagerly grasped is indicated in the numerous requests for the use of the Exhibit. The records have been in constant circulation and their real value has heightened the general interest in having this service continuous.

There has already been one meeting of the 1942 Record Exhibit Committee to formulate plans for the coming season. The work will follow the general outline as it was established for last year. Fifteen new Regional Chairmen will work with the representatives of member agencies in their own areas. They will be assisted by the Regional Chairmen of the 1941 Committee who are serving as consultants. Regional activity, consisting of conferences and discussion groups, greatly stimulated the thoughtfulness and efforts of agencies wishing to participate.

So that the benefits of this co-operative work may be sustained, the Regional Chairmen will continue to carry the responsibility for local organization. Each member agency will be invited to send a representative to the Regional Committee. Agency staffs will then meet with their representative to plan to submit a maximum of three records. These records will be read and exchanged by the Chairmen and Committee members for the selection of the case material for the Exhibit.

Requests for specific material have been received. Many agencies would like to see more records of case work with infants and the nature and extent of response within the placement process. There have been frequent demands for material showing direct work with children in any case work situation; work with adolescents; unmarried mothers, when the problem is related to the complications around the illegitimacy; case work in institutions; protective cases taken into court; case work with the home-maker service; and all aspects of placement.

In order to cover the wide area of interest shown, it will be essential for each region to contribute a variety of cases. Records are needed from both public and private fields, from agencies with broad functions and from those offering specialized services. Case material may vary in length and scope but

should clearly illustrate the direction, method and concept of the worker. This is a fundamental requirement, whether the material be a brief portion of a record or a full recording of a complete service, since the purpose of the Exhibit is an exchange of current practices as well as methods of recording.

Whatever material is submitted should convey the concept and process of the service of the agency. The Record Committee knows that member agencies will give the whole-hearted co-operation they did last year and that the new Exhibit will make available case work methods as they are practised throughout the country in 1942.

—DOROTHY C. BARLOW

*Supervisor, Connecticut Children's Aid Society, Hartford
Chairman, Record Exhibit Committee*

READERS' FORUM

DEAR EDITOR:

A question has been raised in our agency as to the advisability of accepting a fee from adoptive parents when they are willing and able to pay for the cost of the agency's service. A special committee of staff and board has been appointed to consider this question.

I am writing to ask if your office has any material on this subject which you could loan us. Do you know of any agencies which do charge a fee in such cases? Can you refer us to any magazine articles or other printed matter in which the question is discussed pro and con?

Sincerely yours,

WENDELL F. JOHNSON

Director, Child and Family Agency, Toledo, Ohio

REPLY:

We did solicit and receive several replies to this inquiry. Some agencies mentioned the prevailing prejudice against charging a fee, fearing that this partial reimbursement might be abused and "degenerate into a price for placement." There was recognition that such a danger could be anticipated through making the fee nominal and uniform. One agency writes:

"It has been felt increasingly, within this community at least, that part of the cost of adoption service should be met by those who avail themselves of it, to complete their family group. The practice of the parent who is giving up his child, helping wherever possible to support his child up to the time of adoption placement, has been accepted for some time now by many agencies. We have inaugurated as of October 1st a charge of \$50, payable between placement and completion of legal adoption, in an attempt to meet some of the cost of service examinations, etc.

"It has long been our practice to use our attorney in drawing up all papers and consequently the family has not needed to employ legal counsel. These and other expenses, like court costs and new birth certificates, are included in the \$50 charge. This is only a fraction of the actual cost of completing an adoption."

There was the suggestion that we invite open discussion on the whole procedure. It is hoped that a good deal of thought will thus be stimulated before any conclusions as to practice are pronounced.

Discussion is hereby invited. Readers are urged to write to the League concerning their questions and their practice. The results of this discussion will be made available at a later date.

—EDITOR

NEWS FROM THE FIELD

The Board of Directors of the Child Welfare Association of Fulton and DeKalb Counties, Atlanta, Georgia, has been engaged in studying extensively its agency function, its place in the larger community child welfare program. While the subject matter was closely related to foster care, it covered such related subjects as:

1. Laws concerning children, with emphasis on adoption laws.
2. Relief and service for families with children, both public and private.
3. Health facilities—laws protecting children; clinics; hospitals; dental clinics.
4. Facilities for recreation and leisure time, both public and private.
5. Special resources for vocational training.
6. Resources for special supplies and special care—groups or clubs serving children or having funds available for special services.

Material for discussion was gathered by board members serving on different committees, and was later used in developing visual charts. The Executive Secretary writes:

"One definite benefit, it seemed to me, came out of it—the Board members got a picture of their place in the whole scheme of social welfare activities."

New Jersey Child Caring Group

The New Jersey Child Caring Group was reorganized in 1938. The object and purposes of the organization is to afford opportunity for board members, staff members or other representatives of the public and private agencies of the State of New Jersey engaged in the care of children to get together for the study and discussion of matters relating to the care and welfare of the child.

Membership is composed of private and public child caring agencies or organizations or any board or staff member or field representative of such agencies.

The Group holds three meetings a year. It is customary to have an all-day meeting with a speaker in the morning, followed by a luncheon. In the afternoon the Group is divided into approximately six discussion groups in which all members participate.

This Annual Fall Meeting took place on October 7, 1941. One hundred and ninety persons attended the meeting. Registrations included 54 board members, 112 professional workers and 6 guests.

Group discussions previously led by a psychiatrist

were on this occasion conducted by board members who were assisted by a psychiatrist, a worker from the institutional group and one from the child placing field acting as co-leaders. The psychiatrist, Dr. James S. Plant, Director of the Essex County Juvenile Clinic, spoke to the Group on the subject of "The Parent and the Child in Substitute Parental Care."

1942 National Conference

THE Child Welfare League Program Committee of the 1942 National Conference invites your help in building a program around problems and practices that child welfare workers want thrown open for discussion. Listed here are some suggested questions:

1. What are the current social and economic factors operating to increase, decrease, or shift the volume of children needing public assistance, foster home placement, institutional care, day care, protective or other case work service?
2. What constructive patterns are being developed to accelerate and heighten effective working relationships between public and private family and children's services?
3. To what extent can individual agencies make a convincing case for small, autonomous programs in the face of community demands for economy and efficiency, and our professional need for agency structure which is adequate to the total child care job?
4. Have public or private children's agencies devoted any appreciable measure of their resources or energy to the problems of delinquency, or have they largely given up this problem to the sociologists, psychiatrists, correctional schools, and the organizers of neighborhood councils?
5. What are the significant trends in case work practice in child placing and institutional agencies?
6. Are there real differences in the nature of case work supervision in children's agencies in contrast to the patterns found in private family agencies? What variations exist within agencies as to the basic character of supervision? Are there progressive agencies in which there is any fundamental departure from the traditional pattern of more or less consistent weekly supervision of each case worker?
7. What experimentation is being carried on in the area of in-service training of experienced and

professionally educated staffs? What help have agencies been able to get from the schools of social work?

Advise your committee, listed below, of your interest in these and other subjects.

MISS MARY RUTH COLBY
Children's Bureau
U. S. Department of Labor
Washington, D. C.

MRS. ROBERT L. DUCKWORTH, Executive Secretary
Methodist Orphan Home Association
4385 Maryland Avenue
St. Louis, Missouri

MRS. MARGARET ESROCK, Acting Director
Sommers Children's Bureau
3636 Page Boulevard
St. Louis, Missouri

MISS SUSAN K. GILLEAN, Executive Secretary
Children's Bureau
Louisiana S. P. C. C.
611 Gravier Street
New Orleans, Louisiana

MISS LILLIAN J. JOHNSON, Executive Secretary
Ryther Child Center
4416 Stone Way
Seattle, Washington

MRS. MARGUERITE McCOLLUM, Executive Secretary
Children's Bureau of the Family Service Society
221 Cleveland Avenue, N.W.
Canton, Ohio

MR. KENNETH L. MESSENGER, Director
Hillside Children's Center
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The Baby Takes Hold of Placement

(Continued from page 5)

in a different place. Then he focused his attention on the foster mother, who was still smiling and talking to him quietly and without forcing herself on him. After about 20 minutes she took Billy into her own arms. He looked up at her but wasn't particularly fearful, and when she nestled him in her arms he stayed there and then began to smile himself, the first time he had smiled today."

Out of what might have been a completely terrifying, disrupting day Billy and the worker created an experience together which laid the groundwork for increasingly satisfying living in the new foster home. Billy had felt fear and had that fear respected but not intensified by the worker. He had looked to her for help. She met his need not by denying the fearfulness of this unknown world, but by offering him an opportunity to find in her and then in himself resources he himself had. She could not eliminate this new and fearful experience for him. She could give him some time to get himself ready. She did realize both his unhappiness and his small movements toward her and the new experiences of which she was a part. She offered him her finger, took hold of his hand, then gave him time to trust her and express his willingness before she took the other hand. Together they played a game Billy knew and enjoyed. Here was a known and delightful way of sharing in the midst of a troubled day.

Arriving at the foster home the worker helped Billy move on to relationship with the new foster family. If she had only helped him be more comfortable during the ride to the foster home the day would have been easier, but he would have had his world still more shattered by the desertion of this adult to whom he had turned. The worker realized that her part in Billy's experience was directly concerned with his finding a satisfying home. If she, herself, had in any way stepped between him and his foster family, she would have made more difficult for him and for the family their intimate adjustment. Very slowly but purposefully she helped Billy move on from trust and comfort with her to relationship with the foster mother.

The worker seems to me to have achieved a very difficult balance. She is the responsible adult who must operate in terms of a painful but inevitable and ultimately good plan—uprooting a baby and moving him into a strange setting. At the same time she knows that Billy's world is much too limited to encompass such an abstract necessity. His needs are very personal and immediate. His day is concerned

primarily with his feeling about the physical care he needs and receives and the emotional giving of the adult who cares for him. Here is an unknown person who looks and, more important to him, feels strange. His day is disrupted by strange events. The proportions he has begun to count upon are changed. He needs to find within himself something steady in this changing world. It is in this helping him to find resources within himself that I believe the social worker makes her contribution. She helps him find greater physical comfort and pleasure by a new position or by unfastening his bunting. Her tone, her willingness to have him turn to her without forcing him to do so, tell him that here is someone he can trust even though he may be little aware that she is another and separate human being. Finding himself comfortable and whole again after what threatened to be shattering experiences, he is again content and he has strength for trying new experiences he didn't know before.

If we can help a baby learn to trust his own feeling but not be overwhelmed by it, if we can help him share with the adults upon whom he depends the experiences he has, we have helped him lay the foundation for the human relationships and the personal achievements of his career. The more courage and flexibility we can help him find in new and challenging situations, the more potentiality he will have when he himself meets the crises of our larger world.

BOOK NOTES

HOMEMAKER SERVICE: MEETING CRISIS IN FAMILY LIFE WITH A NEW HORIZON IN CHILD CARE, by Madeline Van Hall Manginelli. Publication of Child Welfare League of America. 34 pages. June, 1941. Price, 30 cents.

Mrs. Manginelli out of her wealth of experience as director of the homemaker service of the Children's Aid Society of New York has attempted to answer many of the questions in regard to a program of homemaker service. She defines what such a service means, why the term Supervised Homemaker Service is preferred, how it functions under family and children's agencies. Through discussion and well-selected illustrations the various types of services are described: 1. *Inclusive* care, which involves long-time or permanent absence of the mother; 2. *Interim* care, where the mother is temporarily out of the home; 3. *Exploratory* care, where through the use of a homemaker the family and case worker try to decide upon a future plan for the family; 4. *Supplementary* care where the mother is in the home but is physically unable to perform household tasks.

Other important subjects are also discussed, such as: The preparation of the family to receive this service, respect for the family's own pattern of living, how homemakers are found and the type of women who give this service. It should be remembered that "perfect" homemakers are not found any more than perfect foster mothers. The procedure involved in finding suitable homemakers is similar to those employed by any good child-placing agency. In addition their effectiveness is increased through frequent supervisory conferences with the case worker responsible for homemaker service, and in some agencies through a carefully worked-out training program.

The Children's Aid Society started its program in 1923 as a demonstration financed by the Junior League. Full responsibility for the program was undertaken by the Children's Aid Society in 1938. The agency, with approximately 28 homemakers on its staff, gave service to 168 families in 1940. The average length of service has been 5 weeks, although if more funds were available, more families needing longer service could be accepted.

—MAUD MORLOCK

U. S. Children's Bureau, Washington, D. C.

More on Source Books

Ninety agencies, both public and private, replied to last month's Forum letter advising of their interest in participating in developing source material on the various subjects in child welfare. The several aspects of child placing, protective services and adoption were listed as subjects on which we may be expecting material. We were gratified to learn that staffs had discussed this letter and that the replies were an expression of staff opinion as to the importance of developing a greater articulateness in the interests of a maturing profession. In general, the notes read:

"Our staff has discussed the suggestion of developing source books in order to stimulate the writing up of our professional experience. It is a splendid idea and we feel the plan would have definite value for us."

We will now be awaiting the receipt of papers and will from time to time announce how these books are shaping up.

Available for Circulation to Members and Affiliates

INTERPRETING CHILD-WELFARE SERVICES IN RURAL AREAS, by Ruth M. Werner, reprinted from *The Child*, September, 1941.
CASE WORK SERVICE FOR UNMARRIED MOTHERS, by Ruth F. Brenner, *The Family*, November, 1941.

NOV 29 1941

CHILD WELFARE LEAGUE OF AMERICA, INC.
130 EAST 22D STREET
NEW YORK, N. Y.

November 18, 1941

An Open Letter to the Readers of the BULLETIN:

As Chairman of the League's Finance Committee it had been my purpose to submit through this issue of the paper strictly a financial report of the operations of the Child Welfare League of America for the current year.

The initial attempt to prepare such a report emphasizes the inadequacy of mere figures. Balance sheets, statements of income and expenditures, have their place, but fall far short of telling the full story of the achievements of the Child Welfare League of America in 1941.

When the present year's budget was considered, it was fully recognized that the work to be done was of a far greater magnitude than that of the previous year, hence to meet the demands of added and essential activities the Finance Committee estimated the needs of the League for 1941 at \$62,000.00, an increase over the previous year's expenditure of approximately \$20,000.00. By careful control of expenditures this budgeted amount is meeting the tremendously expanded activities of the League.

In 1941 over seventy member agencies, scattered throughout the country, have been visited by staff workers whose expert advice and constructive criticism have done much to help these agencies to meet the difficult and often novel situations with which they are faced under present conditions. Not for over a decade has the League been as active in its relations to its members as it has during the current year. Among the emergent programs of the day the League participated in the work with refugee children. Because of its nationwide contacts through its member agencies the Federal Children's Bureau looked to the League for extensive cooperation and automatically appointed its member agencies clearing houses for the local investigations needed in respect to these refugee children. In addition the League issued a pamphlet on the problems of the refugee child, a publication which has been a real contribution in this new relationship between children largely from normally adequate homes and foster parents of another land.

Many of the other problems affecting children arising from a nation engrossed on a large scale in building up its defense have been studied and assistance rendered during the current year. The tremendous influx of mothers of dependent children into defense industries has been but one of these problems. Again, the co-ordination of child welfare work with the various and much expanded health and welfare activities of the Federal government has received attention. In this as well as many other ways has the

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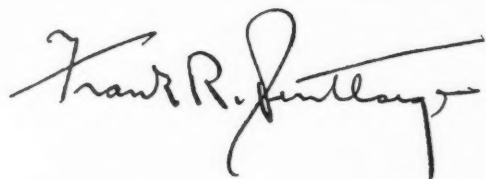
League attempted to meet the challenge of the day, and in line with its objectives attempted to lessen the impact of present national stress upon the thousands of dependent children of America.

As the increased budget for the year forewarned, the increased activities of the League have meant a step up in costs of operations, yet the organization has lived within its planned expenditures. As of this date, all but approximately \$6,000.00 of the \$62,000.00 budgeted has been either actually received or its receipt expected within the current year.

Either the League must raise, and raise promptly, this anticipated deficit of \$6,000.00, or reduce below the irreducible the amount of services rendered, or else anticipate 1942 income. Reduction of the present activities would imperil the work already instituted. To draw on 1942 anticipated revenues would mortgage the League's work for the ensuing year beyond its ability to stand the strain. The deficit must be raised to the end that the needed services to America's dependent children can be continued unabated and adequately.

The problems of child welfare cannot give priority even to defense. Munitions alone will not save America for true democracy. Its young people must enter the ranks of participating citizenship as free as possible from the lasting scars which a let down in the field of child welfare would be bound to bring. Your financial help is asked.

Very truly yours,



Chairman, Finance Committee

Make your contributions
payable to the
Child Welfare League of America, Inc.